Department of
Community Sustainability

MICHIGAN STATE UNIVERSITY | College of Agriculture and Natural Resources

CSUS 820: Social-Ecological Resilience
Fall 2020

Class Scheduling

Tuesdays 5.00 – 6.25pm, Wednesdays 9.00 – 10.25am Eastern.
All classes will be hosted on Zoom: Meeting ID: 955 5941 5350 https://msu.zoom.us/j/95559415350
Passcode: CSUS820
If you have wifi connectivity issues you can call in via phone: for those in the US, call +1 312 6266799, Meeting ID: 955 5941 5350, Passcode: CSUS820. For those out of the US find your local number here.
Note: You must be signed in via MSU to access the Zoom room.
In case there are any major issues with Zoom, our back up video conferencing will be Teams. I will inform you before switching to Teams.

Instructor Information

Instructor: Dr. Jenny Hodbod
Pronouns: She/her
Student hours: By Zoom Monday 12-2pm (from 14th September). https://msu.zoom.us/j/99290067764
Meeting ID: 992 9006 7764 Passcode: Hodbod
To book an appointment use: https://calendar.google.com/calendar/selfsched?sstoken=UUo1OUtrQUR5OW9RfGRlZmF1bHR8YjI2MTFjOTZmNGNlMzkzYzk0NThmODVlZjhjNWQwY2M
If this time doesn't suit given your schedule I welcome meetings at other times, please contact me by email to arrange.
Email: jhodbod@msu.edu
Course email: Section_FS20-CSUS-820-001-97RU3G-EL-02-241@groups.msu.edu (this will reach all registered students and me)

Course Description

Short description: Exploration of adaptation, resilience, and transformation in social-ecological systems. Analysis of operationalization and application of these concepts in empirical cases. Limitations of these concepts. Challenges of systemic transformation to deal with global environmental change and uncertainty.

Credits: Total Credits: 3
Full description: The challenge of climate change combined with an increasing demand for more sustainable development pathways has brought the concept of social-ecological resilience to the fore in research and practice, building on the adaptation literature and influencing the transformation literature. This course will explore how these three concepts are related and how each contributes to the pursuit of sustainability, including addressing their limitations. Each one of these concepts brings about a different analytical and action perspective to understand, assess, and promote positive social change in the face of accelerating global environmental changes. Students in this seminar will explore the debates in the contemporary literature on adaptation, resilience and transformation, analyze how these concepts have been operationalized and applied in empirical cases, and evaluate their limitations in light of the challenge of systemic transformation. The course will particularly stress the importance of understanding of social change as part of the relationship between nature and society and as such, attention will be paid to issues of power, equity, competing visions of desired states, and conflict in the realization of adaptation and transformation and the pursuit of resilience. Additionally, this course will provide an opportunity for students to utilize systems thinking in approaching

sustainability research. You will also assess the applicability of these concepts to your own research and practice in sustainability.

Prerequisites

No prerequisites

Recommended background: natural resources, food systems, environmental science, policy, social science

Course Outcomes

Students will leave this class with the capacity to appropriately deploy theories, concepts, and approaches to understanding adaptation, resilience, and transformation in specific research contexts. By providing a unique and a systematic evaluation of adaptation, transformation, and resilience as theoretical lenses and operational concepts, this course will equip students in tools for addressing global environmental change and uncertainty. Purposes of this course are to:

- Introduce selected definitions and theoretical traditions in adaptation, resilience and transformation research.
- Understand and evaluate critiques of these traditions in sustainability science.
- Build capacity to apply adaptation, resilience and transformation concepts to sustainability research and practice.
- Explore the application of these concepts.

The goal of the final project is to give you the opportunity to explore your own approach to social-ecological analysis. Students with well-defined research questions and projects might situate and elaborate on the underpinnings of their approach. Students still developing research projects might explore what approaches seem attractive given their interests, disciplinary affinities, and trade-offs among approaches.

Learning Objectives

To achieve the course goal students will fulfill the following learning objectives:

1. Define three concepts associated with social-ecological change - adaptation, resilience, and transformation.
2. Describe the evolution of theory behind these concepts.
3. Compare the ways adaptation, resilience, and transformation have been interpreted and operationalized by different user-groups (academia, governments, non-government organizations, practitioners).
4. Compare and contrast how these different concepts integrate ideas of systems dynamics, trade-offs, cascading effects and unintended consequences, scale, and transdisciplinarity.
5. Apply the adaptive cycle to real world examples.
6. Describe the major critiques of 'systems' perspectives, including difficulties associated with bounding the system, and 'compartmentalized' and fragmented understandings of complex interrelated processes.
7. Demonstrate how an analysis of a social-ecological system can lead to sustainability targets for policy and management.
8. Evaluate frameworks and tools that describe, analyze and intervene in social-ecological systems.
9. Analyze likely obstacles and opportunities typically encountered in transitions and transformations towards sustainability.
10. Apply relevant theories of change to diverse, contemporary social-ecological issues (i.e. persistent social inequity, climatic change, increasing resource scarcity, ecosystem degradation, and systemic risk) to demonstrate their societal relevance.
11. Synthesize both existing work and individual thought into a coherent, logically structured final project.

Required and Recommended Resources

This seminar will be a reading- and discussion-intense course - you will read 4-6 articles (or equivalent in book chapters or other media) per week. There are two required books:

- Biggs, R., Schlüter, M., & Schoon, M. L. (Eds.). (2015). *Principles for building resilience: sustaining ecosystem services in social-ecological systems*. Cambridge University Press.
- Brown, K. (2015). Resilience, Development and Global Change. Routledge.

All other primary readings will be placed on D2L in a folder for each week. There will be an additional folder for readings that are not required but may be of interest.

Teaching Philosophy

My teaching philosophy is to train students to become change-makers by instilling in them the importance of systems thinking. As an interdisciplinary researcher, I utilize knowledge and methods from multiple disciplines, and so when teaching I frame classes around the interconnected nature of coupled human-nature interactions. I believe that by preparing students to address social-ecological issues through a complex systems perspective they will begin to break out of linear thinking patterns, an important skill that can be applied in any career.

To teach students how to develop such perspectives, I use both research-led and research-based teaching, framing topics in case studies from the cutting edge of the field and providing opportunities to experience enquiry-based learning. The intention of this class is that each student is given space to form their own opinions about these concepts and their utility to their own research. As such, this class will be a team effort. The format will be a mix of discussions, readings, in-class exercises, and some guest lectures.

COVID-19

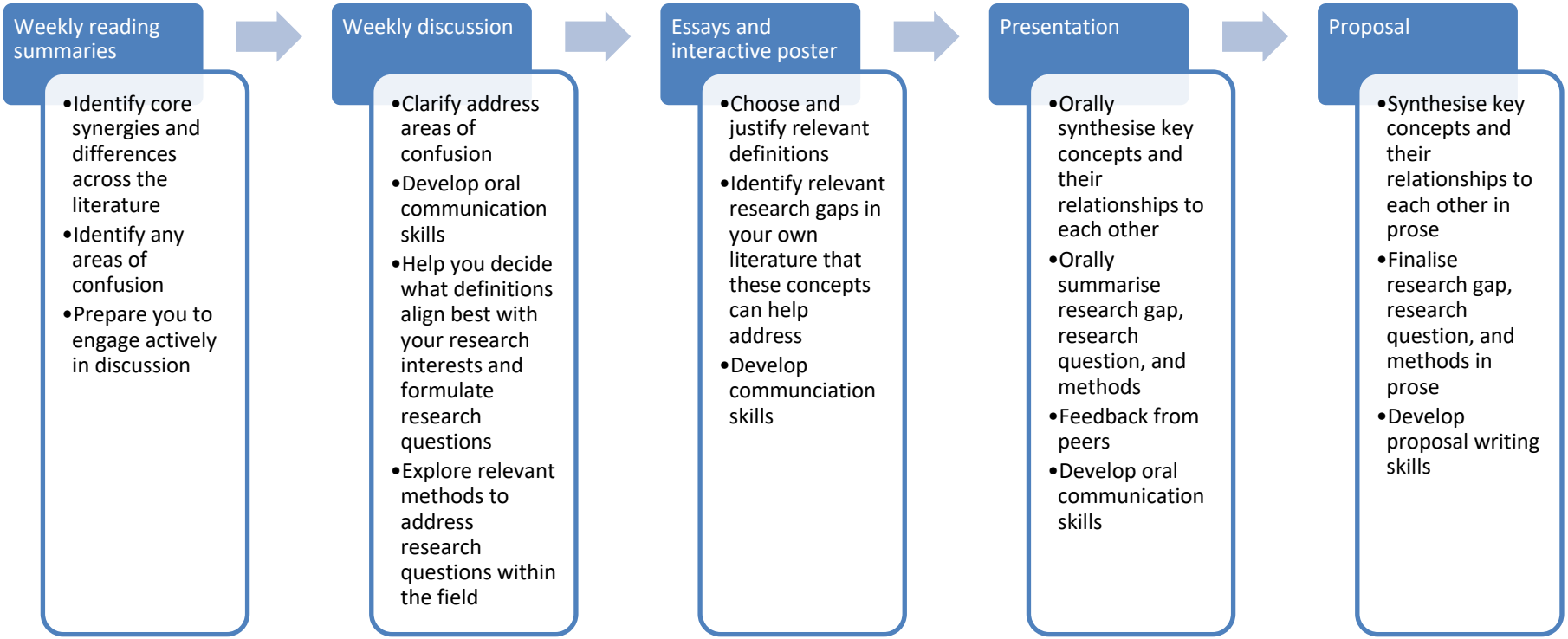
You are trying to learn – and I am trying to teach – during a global pandemic. Therefore, flexibility and adaptability (appropriate for this course!) will be very important. Usually I'm pretty strict on attendance, assignments etc. and I hold myself to the same high standard that I hold my students too. But there's a pandemic so let's just all agree to try our best. I've written in some flexibility into the attendance and grading policies below, but the best solution is to just let me know about any needs or constraints. And similarly, I hope you'll be patient with me if needed.

Assignments

Graded Course Activities

There are three broad categories of assessment activities that will be graded in this class. The assignments are iterative – the reading summaries will inform the discussions, which will inform your essays, which will inform your resilience assessment proposal.

#	Assignment	Points	Due
1	13 reading summaries – week 3-14 for CSUS 820 + 3 for Craig Allen's class	13	Monday 11.30pm, week 2-14
	Participation	10	In-class
	Leadership	7	When leading discussion
2	Essay #1 – Adaptation	10	Week 5
	Poster	10	Week 8
	Essay #2 – Resilience	10	Week 11
3	Research gap + question	5	Week 7
	Methodology	5	Week 13
	Presentation	10	Week 15
	Proposal	20	Finals Week
	TOTAL	**100**	


Weekly reading summaries
•Identify core synergies and differences across the literature
•Identify any areas of confusion
•Prepare you to engage actively in discussion
Weekly discussion
•Clarify address areas of confusion
•Develop oral communication skills
•Help you decide what definitions align best with your research interests and formulate research questions
•Explore relevant methods to address research questions within the field
Essays and interactive poster
•Choose and justify relevant definitions
•Identify relevant research gaps in your own literature that these concepts can help address
•Develop communciation skills
Presentation
•Orally synthesise key concepts and their relationships to each other
•Orally summarise research gap, research question, and methods
•Feedback from peers
•Develop oral communication skills
Proposal
•Synthesise key concepts and their relationships to each other in prose
•Finalise research gap, research question, and methods in prose
•Develop proposal writing skills

Assignment #1: Participation and Leadership

This class places emphasis on in-class participation. To participate effectively in class activities and discussions, students must read and reflect on the assigned papers before each class, as each week, the Tuesday session of the class will be a facilitated discussion, led by class members who will rotate in leading the discussion. **I will choose three to four more theoretical readings –** between week 5 and week 12 **the discussion leader should choose an additional paper which has a more empirical element to provide context about methods applied within that week's concept**.

The move online has provided a great opportunity to work with another SER grad class at University of Nebraska – Lincoln, led by my colleague Dr. Craig Allen. Craig and I operationalize the same resilience theory quite differently, so this is an opportunity to get both perspectives! His class is also based more in ecology whereas mine is more social science. Their discussion classes are Tuesday 3-4.15pm Eastern, a time you were all free I think. We will be collaborating through the semester, and to enhance this I would like you to **visit his class three times** as part of your participation assignments. Craig's students will also be joining us in our class. See this google drive for their schedule and readings: https://drive.google.com/drive/folders/1mZxWD57pXYmrunkuw_527vZkLQ64zvsv?usp=sharing. **Reading summaries are also due for the three class sessions attended with Craig**. If scheduling is an issue just let me know.

Participation will be graded A-E. The tasks within the participation and leadership category are as follows:

Reading summaries:

1) All class members will read and take notes on the readings.
2) Submit **one-page** reading summaries **by 11.30pm on Monday** via D2L. This can be in **any form** – bullet points, prose, mind maps, annotated pdfs – but I would like to see clearly within what you submit **your three major takeaways and three questions the readings triggered**.

There are 12 weeks for which to submit reading summaries in our class + 3 for Craig's class i.e. 15 in total (you do not need to submit one in Week 2 i.e. before our first class on 09/08). I assume that at times this semester we will all feel overwhelmed. Therefore, you **get two free passes – I will expect 13 by the end of semester**.

While I will not be taking attendance, in-class participation is only possible if you are present in class and thus extended absences will influence your grade. Active participation includes, but is not limited to, the following behaviors:

1) Asking and answering questions of the instructors, peers, or guest speakers
2) Bringing forth new ideas, information, or perspectives to academic conversations
3) Discussing your readings and reflections with instructors and peers
4) Meeting with the instructors to discuss your interests, assignments, or project
5) Questioning information presented and discussed
6) Participating in small group discussions and activities
7) Assuming responsibility for personal behavior and learning

While in class, students should be mindful of other students; therefore, it is important for all participants to exercise:

1) Respect for themselves, each other
2) Openness and a positive attitude toward new ideas and other's ideas
3) Flexibility and tolerance of ambiguity
4) Good communications amongst themselves.

For those present, participation will be evaluated in the following way:

1) Clear, insightful comments made in class regarding the readings and ideas contained within
2) Demonstrated ability to follow up on comments made by peers and relate them to the material being covered in class (rather than irrelevant digressions)
3) Demonstrated capacity for concise and digestible summaries of material read.

Discussion Leaders will:

1) Select an additional paper and send PDF/link to Jenny by the **Friday three weeks before your presentation week** so it can be added to D2L and the google drive (i.e. if you're leading discussion on Tuesday of Week 5, I need your paper by Friday in Week 2; see table below).
2) Define a strategy for 1-hour discussion that can be facilitated through Zoom. Think of innovative ways to involve class colleagues in the conversation – e.g., organize a debate and allocate the group between perspectives, construct a "fishbowl," make a collective concept map, or other engagement activity.
3) Prepare a summary to introduce the discussion and send to Jenny by the **Friday two weeks before your session:**
   a) Summarize (~5 min) key messages and points in readings;
   b) Pull out 2-3 debatable issues for discussion, linking the readings.
4) Meet with Jenny for 15 minutes **in the week before your class session**. Bring to the meeting a summary of your summary and your discussion strategy. After I approve the strategy, if you need folks to have materials beyond their laptop let the group know via D2L, email Section_FS20-CSUS-820-001-97RU3G-EL-02-241@groups.msu.edu, or Teams.
5) Be prepared to initiate discussion in your class session:
   a) Begin by summarizing (~5 min) key messages and points in readings
   b) Pull out 2-3 debatable issues for discussion, linking the readings
   c) Employ your chosen strategy with the class.

The schedule for discussion leaders is as follows, using week 5 as an example:

Day, Week	**Task**
Friday Week 2	Send Jenny PDF/DOI for additional reading for her to OK and put on D2L
Friday, Week 3	Send Jenny reading summary + discussion plan
Mon – Friday, Week 4	Meet with Jenny to check plan (ideally in office hours 12-2pm Monday)
Tuesday, Week 5	Lead discussion in class

Assignment #2: Applicability of resilience theory to your own research

You will prepare two short essays (~1000 -1500 words) on two of the core concepts in the course (adaptation and resilience) **as these concepts relate to your own research and / or interests in sustainability**. The details of each assignment will be provided to you on D2L. Please use APA style citations and include title and list of references. The essays may require additional reading beyond what we cover in class, particularly for the adaptation essay.

Additionally, MSU was supposed to host the Resilience Alliance Science Meeting this October and is now doing so remotely the week of October 19th. During both the UNL and MSU class sessions on Tuesday 20th October you will present for 5 minutes summarizing an opportunity you see for the application of resilience theory in your discipline (i.e. the topic for your resilience essay). The presentation can be in any form and you can work alone or in pairs if natural groupings emerge because of shared research interests.

Assignment #3: Resilience Assessment

In order to summarize your learning about both theory and methods within social-ecological resilience, the final assignment category is proposing a resilience assessment. Using the contributions of some component of

this literature identified in your essays you will create a proposal for related research. There are four sub-assignments to scaffold this category:

1) Within 750 words, identify a research gap within your research interests that resilience theory could address OR identify a research gap from within the resilience literature. Then identify *a* research question around which to build a proposal.
2) Based on the methods learned about in weeks 2-8, summarise in 750-1000 words a methodology that would allow you to answer the research question identified in the prior assignment.
3) Bring together your research gap, research question, theoretical underpinnings, and methods in a ten minute presentation for peer review in the last week of teaching.
4) For your final, submit a final proposal, integrating the prior components in under 2000 words.

Late Work Policy

Deadlines will be posted on D2L, and generally are 11.30pm on Wednesdays of the week listed so you have chance to ask any questions about the assignment in class that week. **If you do not think you will be able to meet a deadline, please talk to me about a revised deadline.** If we do not have an arrangement, submission of assignments after the assigned deadline will result in a reduction of the maximum score by 10% for each 24 hours beyond the deadline. So, for example, the grade for an assignment with 10 points due but not submitted by 11.30pm on Oct 11 would be able to score a maximum of 9 points so long as it is submitted by 11.30pm on Oct 12. After that, the maximum grade will be reduced by 10% further, so long as it is submitted by 3:00 p.m. on Oct 13, etc. Assignments that are more than three days late will not be accepted. **However, everyone gets one free pass to submit an assignment late with no reduction in grade**. If you arrange an alternate deadline with me, you still have your free pass.

Assignment Logistics

All assigned papers must be typed, double-spaced, one-inch margins, 11- or 12-point font, and pages numbered (Times New Roman or Arial font). For questions regarding writing style, and reference citations, refer to the American Psychological Association (APA) manual and recent editions. **All assignments will be submitted to a dropbox folder via D2L.** A grading criteria sheet (rubric) will be available on D2L for most assignments and will be used for the assessment of the assignment.

Viewing Grades

Grades can be viewed in D2L. All efforts will be made to get grades back to you with 7-14 days.

Letter Grade Assignment

Grade	Points
4.0	94-100
3.5	88-93
3.0	81-87
2.5	75-80
2.0	70-74
1.5	65-69
1.0	61-64
0	<60

Course Schedule

The following schedule is tentative and subject to change, for final readings see D2L:

Week	Concept	Topic	Assignments
1		No class – online introduction	Review D2L page and syllabus

2	Adaptation	09/08: Adaptation, resilience, and transformation	
		09/09: Jenny: How I use resilience	
3	Adaptation	09/15: Guest lecture: Craig Allen: How I use resilience + UNL students	Reading summary
		09/16: Adaptive capacity	
4	Resilience	09/22: Social-ecological systems and resilience	Reading summary
		09/23: Bounding the system	
5	Resilience	09/29: The adaptive cycle and panarchy	Reading summary, adaptation essay
		09/30: Operationalizing the adaptive cycle	
6	Resilience	10/06: Operationalizing resilience: of what, to what, for whom?	Reading summary
		10/07: Resilience assessment	
7	Resilience	10/13: Resilience across disciplines	Reading summary, research gap
		10/14: [Social] tipping points	
8	Resilience	10/20: RA Science Meeting sessions 3-4pm and 5-6.25pm	Reading summary, interactive poster
		10/21: Principles of resilience: Diversity and connectivity	
9	Resilience	10/27: Principles of resilience: manage feedbacks and foster CAS thinking	Reading summary
		10/28: Resource mapping + timelines	
10	Resilience	11/03: Cancelled – election day	Reading summary
		11/04: Principles of resilience: Learning, participation, and polycentric governance	
11	Transformation	11/10: Traps and transformations	Reading summary, resilience essay
		11/11: Identifying traps	
12	Transformation	11/17: Innovation	Reading summary
		11/18: Assessing innovation + Stakeholder mapping	
13	Transformation	11/24: Transformative capacity	Reading summary, methodology
		11/25: Differentiating between coping, adaptation, and transformation	
14	Transformation	12/01: Power, agency, and transformation	Reading summary
		12/02: Integrating equity into resilience assessment	
15	Presentations	12/08: 4 presentations + feedback	Presentation
		12/09: 4 presentations + feedback	
Finals week		Submit proposal by Tuesday 12/15 11.30pm	

Course Policies

Attendance

I will not be formally tracking attendance, however your presence is required for participation and so multiple absences will have an influence on your participation grade. As with assignments, if you know you are going to be absent just let me know and we'll work out alternative ways for you to get the content.

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absence days will be the average of your earned participation grade.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA). **We will use technology for virtual meetings and may create recordings of classes in this course.** Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by MSU, in accordance with the Acceptable Use Policy and FERPA. I will not share recordings of your class activities outside of course participants, which include your fellow students and any guest faculty or community-based learning partners that we may engage with. **You may not share photos or recordings outside of this course. Doing so may result in disciplinary action.**
    - You have the option to appear in an audio-only mode, such that your webcam is disabled (turned off) during the class.
    - You have the option to access Zoom class sessions using a pseudonym. In order to facilitate class participation, you are expected to communicate any pseudonym to your instructor in advance of the class.
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at http://lct.msu.edu/guidelines-policies/aup/.
- http://tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.
- Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write. Dr. Hodbod will answer email about:

- Questions arising from difficulty in understanding course content.

- Requests for feedback about graded assignments.
- Private issues appropriate for discussion within the teacher-student relationship.

Dr. Hodbod will NOT answer email which:

- Poses questions answered in the course information sections of the course D2L site.
- Poses questions answered in the course syllabus.
- Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 820).
- Raises an inappropriate subject.

Dr. Hodbod will answer email received on a given day no later than close of work on the next workday.

Diversity Equity and Inclusiveness

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion)

Commit to Integrity: Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, CSUS adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, **without assistance from any source**. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.)

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense**. See also https://www.msu.edu/~ombud/academic-integrity/index.html.

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): "Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form". **Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.**

General College and University Policies

All other general college and university policies applicable to this course are available at https://www.canr.msu.edu/academics/courses/policies. Please review these policies. Topics covered in these general policies include:

- Students with disabilities, Resource Center for Persons with Disabilities (RCPD) and accommodations
- Student rights under the family educational rights and privacy act (FERPA)
    - Student release authorization form
- Religious holiday policies
- Grief absence policies
- Students in distress policies
- MSU student athlete policies
- Course add-drop policies
- Honors options
- Course Management system policies
- Final exam policy and attendance
- Grade dispute policies
- Academic honesty and integrity, plagiarism, and disciplinary procedures
- Disruptive behavior
- Harassment and discrimination policies
- RVSM University reporting protocols
- Limits to confidentiality
- Social media policy
- Web accessibility policies
- MSU Code of Teaching Responsibility
- SIRS
- Commercialization of lecture notes
- University Learning Goals

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider un-enrolling from a course. Refer to the Michigan State University Office of the Registrar for important dates and deadlines.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is 9/28/2020. The last day to drop this course with no refund and no grade reported is 10/21/2020. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Mandatory Reporting

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at titleix.msu.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes through the course site announcements. Please remember to check your MSU email and the course site announcements often.